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AUTHOR Calem, Leonore
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ABSTRACT

The Rokeach Value Survey was administered to a randomly selected group of first year students, the faculty and the administration of a private, four-year college located in a semi-rural area in Puerto Rico. The purpose of the test was to determine how congruent were the values held by the members of the college community with those implied by the goal statements of the college. It was discovered that while the faculty and administration held values relatively in accord with the stated democratic, egalitarian, and innovative philosophy of the college, the students demonstrated a tendency toward passivity and an authoritarian value system. Recommendations for faculty orientation and curricular development for dealing with the situation were made. (Author)

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HUMAN VALUES AND INSTITUTIONAL PURPOSE: A Comparative Analysis of Values Held by Students, Faculty and Administration at a Private College in Puerto Rico

SOCIETAL FACTORS

by

Leanore Calem, M. A.

Colegio Universitario del Turabo

J. M. GARCIA-PASSALACQUA
Cluster Coordinator

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Writer's Name Leanore Calem

Cluster San Juan

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CONTENTS

	Page
Introduction	1
Background and Significance	2
Procedures	6
Results	10
The Institution	10
The Subjects	11
Interpretation - The Institution	15
Interpretation - The Students	16
Interpretation - Faculty and Administration	22
Conclusions and Recommendations	26
Appendix	32
Translation	33
Frequency Distribution	35
Value Survey and Student Questionnaire	41
Faculty Questionnaire	45
References	46

HUMAN VALUES AND INSTITUTIONAL PURPOSE: A Comparative Analysis of Values Held by Students, Faculty and Administration at a Private College in Puerto Rico

INTRODUCTION

Higher education in Puerto Rico is growing at an extremely rapid pace. Even so, growth cannot keep up with the pressure for expansion as more and more of the island's young people clamor for the academic degrees that they hope will lead them toward greater material and personal reward. Two and four year colleges, both public and private, have opened and are expanding at an ever increasing rate. Many of these schools, either by design or through force of circumstance, have become the only hope of the disadvantaged student who, though burdened by a lack of basic skills and an inadequate academic and cultural background, nevertheless hopes to earn either an associate or a baccalaureate degree.

Faced with the need to educate more and more of those who have come to be called the non-traditional student, attempts have been made to devise programs and revise curricula to make them respond to these students' needs. Unfortunately, concern over curriculum has not been accompanied by an equal concern about the faculty and the administration who are being called upon to work with the new student. Two-year regional colleges have proliferated on the island, but there has been no research done to discover anything about those who are teaching and administering in those colleges. Where do these educators come

from? What is their preparation? What are their attitudes toward their work and toward their students? Do they believe in what they are doing? Do they like what they are doing? The questions are endless and the answers bear strongly on all aspects of the process of education, from classroom methods to faculty recruitment and orientation to patterns of administration, governance and broad policy making.

What this study attempts is merely a first small step in the search for the answers to these questions as they pertain to one institution of higher learning in Puerto Rico. It seeks to discover whether the stated goals and objectives of this college are valued and supported by all the members of that institution's academic community: students, faculty and administration.

BACKGROUND AND SIGNIFICANCE

Every college and university has as its raison d'etre a catalog of estimable goals and objectives. Institutions particularly directed to the education of the disadvantaged student are among those most committed to the purest democratic and egalitarian ideals, to concern for the growth and aspirations of each individual no matter his background or previous academic performance. All those connected with such an institution should be firmly dedicated to these same goals and values. Without a mutual commitment, individuals and groups within a college can work at cross purposes resulting in the

failure to achieve the stated goals.

Fundamental to an improved understanding of what is happening in our colleges is the need to discover exactly how congruent are the values of students, faculty, and administration with the values implied by the stated goals of their institutions: colleges established to help the disadvantaged student. If there is a significant lack of congruence, then serious thought would have to be given to evaluating the effectiveness of the programs and to the means of encouraging changes in values and attitudes of those whose values differ markedly from the values implied in institutional goals. Fortunately, it is now quite simple to measure personal values.

There have been many studies on beliefs and value systems. The most recent is the work of Milton Rokeach (2) who has developed an operational method for measuring values as well as a system of interpreting the value structures of the individual.

Rokeach defines values as beliefs that have cognitive, affective and behaviorial components. A value is a cognition about the desirable. It is affective in that a person can be for of against it, and it is behaviorial in that when activated it leads to action (2:7).

Rokeach differentiates between attitudes and values. An attitude is an organization of several beliefs related to a specific object or situation whereas a value is a single belief. He claims that values occupy a more central position

within one's personality makeup and cognitive system, and thus they determine both attitudes and behavior (2:18). In sum, values are enduring standards and beliefs that determine attitudes and ideology, one's judgements of others, and the justification of one's own actions (2:25).

Rokeach also distinguishes between two kinds of values. The first concern beliefs regarding desirable modes of conduct. These he calls instrumental values. The other involves beliefs regarding desirable end states of existence. These he calls terminal values (2:7-9).

According to Rokeach, there are a relatively small number of basic values. Each individual has an organizational hierarchy of these basic values ranked in order of importance to him. A single value's importance to an individual is demonstrated by its position in relation to other values along a continuum. Variations in individual value systems result from differences in the rank ordering of these values (2:11).

Rokeach conceives values as variables that are dependent on all the cultural, institutional and personal forces that act upon an individual in his lifetime. Thus the individual rank orderings of values will vary according to sub cultural membership, sex, age, race, socioeconomic status, intelligence and so forth (2:23).

Based on this framework, Rokeach developed a system to measure values. From various sources he and his associates compiled a final list of eighteen terminal and eighteen

instrumental values. The terms are arranged alphabetically and the respondent is asked to place these values in order of their importance to him. Rokeach has discovered that the responses are quite reliable and are not suggested by the stimulus material. They also indicate a high degree of cross cultural consistency (2:33). Rokeach has reported the results of various studies using his Value Survey, discussing reliability, validity and the meaning of the results in terms of various reference groups.

It is thus possible by making use of the Rokeach survey and method to discover the value systems of the members of an academic community. The resulting data can give insight into how students, teachers and administrators are oriented toward the institution's stated purpose and can also be used to locate areas of confict between components of the college which might also mitigate against the fulfillment of its objectives.

These objectives are clearly stated in the catalog of the college under study.

> To help culturally disadvantaged students master the skills they need to perform adequately in college work.
>
> Finding ways to develop each student from wherever he stands to the optimum level of his potentialities.
>
> Devising new strategies for individualized instruction, interdisciplinary learning experiences and community involvement.
>
> /To give students the knowledge/ that distinguishes fully participating citizens from mere followers.

Do the students, faculty, and administration of this college value the concepts implicit in these goals?

PROCEDURES

1. The Value Survey was translated into Spanish by a group of bilingual faculty at the subject institution. The group was composed of two Spanish teachers, an English teacher and a member of the psychology department. Form E of the Value Survey was used. This version presents the respondent with two mimeographed lists of values and asks him to rank the values in order of importance to him by writing numbers from 1 to 18 in the spaces provided. (See Appendix for the lists of terminal and instrumental values and their Spanish language equivalents.)

Although not every value and its modifying phrase had an exact equivalent in Spanish, it was relatively simple to find words which conveyed similar connotations. A problem arose in connection with the value freedom and the explanatory word independence. The obvious choice in Spanish would have been independencia. However under present circumstances when Puerto Rico's political relationship to the United States is an ever-present emotional issue it was thought that the use of independencia linked with libertad (freedom) would have had such strong political implications as to cause a complete misinterpretation of the intended meaning. Therefore the word "autonomy" (autonomía) was employed instead. But since autonomy has a political connotation here as well, it was decided to add the word "personal," making the phrase read: freedom (personal autonomy, free choice), libertad (autonomía personal, libre albedrío) to accord with the meaning the value survey

wished to suggest.

The only other difficulty in the translation was caused by the value ambitious. Those who worked on the translation expressed the opinion that the concept "ambition" had a negative connotation in the Puerto Rican culture and would prejudice the study by its being included in a scale of values which should all be positive. Although the explanatory phrase hard working, aspiring which follows the value puts a positive light on ambitious there was some discussion as to whether the value should instead read: aspiring (hard working, ambitious) rather than ambitious (hard working, aspiring). It was finally decided to follow the pattern of the original survery and assume that all the respondents would read all the explanatory phrases carefully as directed. (See Appendix for complete survey in Spanish.) As will be seen, the value ambitious received a relatively low ranking by all groups participating in the study indicating that perhaps ambition is indeed a relatively disvalued concept in the Puerto Rican culture.

2. A questionnaire to accompany the survey was prepared requesting information such as age, sex, place of birth, father's occupation and area of specialization (see Appendix). The data were used to evaluate the results of the survey in terms of the socioeconomic background of the respondents.

3. The translated survey and questionnaire was administered on a trial basis to a second year Spanish class to eliminate possible problems of interpretation. The wording of the

section in the questionnaire dealing with area of specialization was altered somewhat as a result of the trial.

4. The final instrument was administered in the following manner: Out of the twenty-one sections of first year Spanish which is a required course for all freshmen, three sections were selected at random. This was 14.2% of the total number of sections. The instrument was administered without advance notice during a regular classroom period to all students who were present that day. Out of a possible 102 students, six were absent giving a total of 98 respondents or approximately 9.8% of all the first year students and 4.08% of the total student body.

The instrument was administered to all the full time faculty present at required monthly departmental meetings. It was administered at the same hour by the department chairmen who were briefed on being given the surveys meant for their groups. Of the total number of faculty present, six handed in blank papers giving a total of 67 faculty respondents or 85.9% of the total full time staff for the questionnaire and scale of terminal values. One faculty member left the list of instrumental values partially unfinished giving a total of 66 respondents for that scale only.

The instrument was delivered to each member of the administration and left to be completed. Each one filled the questionnaire and survey forms and returned the completed instrument the same day. Members of the administration

included the Chancellor, the Academic Dean; the Deans of Administration, Students, and Learning Resources; the Assistant Academic Dean as well as the Director of Admissions; Director of Economic Aid; Director of Counseling; Director of Technical Resources and the Registrar.

Although it had been planned to include the Board of Trustees in the study, the agenda for the meeting at which the instrument was to have been administered was so crowded there was deemed no time for the survey. Since there was no other convenient way to reach this widely-scattered group until their next meeting, their participation in the survey had to be eliminated.

5. The data were tabulated by hand and a frequency distribution for each value for all groups was established (see Appendix). Because the frequency distributions deviated from normality, the measure of central tendency used was the median. This was determined by applying the formula for grouped data.

Each value was given a median ranking. These rankings were placed in order from highest to lowest and the resultant order was called the composite rank order of the values. Separate lists of rankings and medians for each value scale were prepared for students, faculty and administration.

6. The test for significant difference between groups that was used was the median test, a chi-square test of the significance of difference between the number of persons in two or more subgroups who score above and below the group

median (3:111-115). It was discovered that the number of administrators was too small to apply the median test, so the test for significant difference was used only to compare the medians of the faculty and students.

7. Using all of these data, interpretations of the results were made. Although based on statistical information, the interpretations were of necesity subjective in nature. Rokeach's interpretations were the basis for some of the analysis, but since the survey was translated into Spanish, the validity of these interpretations may be somewhat limited. The survey lends itself to varied analysis. The interpretations for this study however, are confined only to an analysis of the results in relation to the goal statement of the subject institution.

RESULTS

The Institution.

The college at which the study was conducted is a three year old private college which draws its students primarily from rural or semi-rural areas. An unusual characteristic of this school (from the point of view of what is considered normal in the United States) is that although it is a private college charging a relatively high tuition for Puerto Rico, it has all of the characteristics of a community college. Students come from rural or small town public high schools where the education is demonstrably inferior to that of the public or private schools of the metropolitan area. The school

has an open enrollment policy, but separates students who enter with a grade point average of less than 2.0 (C) and places them in special sections. Approximately 75% of the regular student body enter with a high school grade point index of 2.99 or below (less than B). The parents of nearly half of these students have gone no higher than the sixth grade and family income for approximately 60% ranges from $0 to $400 per month. Many of these students are the first of their family to attend college. (Statistics released by the office of the Dean of Students.)

The Subjects

Information from the questionnaire about the students participating in the study paralleled that already known about the general student body. (See Table 1 for the findings related to students.)

The questionnaire was found to be somewhat inadequate in determining whether the respondents came primarily from urban, semi-rural or rural communities since it was unspecific, merely requesting the name of a city or town. For the purposes of this study, it was decided to identify the San Juan metropolitan area and all cities with a population of 50,000 or above as urban. Towns identified as semi-rural were those whose population do not exceed 25,000. It must be understood that these communities identified as semi-rural are isolated mountain or coastal towns accessible in most cases only by secondary roads. Rural areas are isolated neighborhoods (barrios) of

200-300 people. The population statistics were taken from a report by the Junta de Planificación, 1970.

Thus it can easily be seen that an overwhelming majority of the students were born and live in rural and semi-rural areas. Almost 50% come from families in which the father is either a semi-skilled or unskilled laborer, incapacitated, unemployed or retired. In Puerto Rico this means a monthly income of $400 or less. In sum, the majority of the students might be characterized as "rural poor."

TABLE I STUDENT QUESTIONNAIRE

Age:

less than 18	3.06%
18 - 21	76.5 %
22 - 25	11.2 %
26 or more	7.1 %
no answer	2.0 %

Sex:

male	50.0%
female	48.0%
no answer	1%

Place of Birth:

rural	7.0%
semi-rural	56.1%
urban	34.6%
no answer	2.0%

Permanent Residence:

rural	29.5%
semi-rural	40.8%
urban	27.5%

Father's Occupation:

Farmer or farm manager	7.1%
Incapacitated	22.0%
Professional	7.1%
Retired	6.1%
Semi-skilled laborer	8.1%
Service employee	8.1%
Skilled laborer	9.1%
Small businessman or manager	12.2%
Unemployed	3.0%
Unskilled laborer	8.1%

Proposed Major:*

Business Administration	57.1%
Education	11.0%
Humanities	1.0%
Mathematics and Science	10.2%
Social Sciences	17.3%

*These results may not be valid since this question proved difficult for the students and was most likely worded improperly.

Urban backgrounds predominate among the faculty. (See Table 2.) In contrast to the students, over half the faculty come from the upper end of the socio economic scale. The faculty is also a relatively young group as might be expected at such a new institution. Well over half the staff has received all its education in Puerto Rico. It is evident that there is a substantial difference in the social, economic as well as educational backgrounds of the student and faculty.

TABLE 2 FACULTY QUESTIONNAIRE

Age:

20 - 30	52.2%
31 - 40	37.3%
41 - 50	7.4%
51 or more	1.4%
no answer	1.4%

Sex:

male	53.7%
female	43.2%
no answer	2.9%

Place of Birth:

rural	10.4%
semi-rural	26.8%
urban	52.2%
no answer	10.4%

Field of Specialization:

Business Administration	7.4%
Social Sciences	19.4%
Education	20.9%
Humanities	2.9%
Language and Literature	23.8%
Mathematics and Science	10.4%

Father's Occupation:

Businessman	19.4%
Farmer or farm manager	7.4%
Incapacitated	1.49%
Professional	35.8 %
Retired	7.46%
Service employee	2.9 %
Skilled and semi-skilled laborer	0 %
Unemployed	1.49%
No answer	13.4 %

Where Degree Obtained:

BA	
Puerto Rico	65.6%
United States	14.9%
Europe	0%
Other	4.48%
No answer.	2.4%
MA	
Puerto Rico	56.7%
United States	26.8%
Europe	4.4%
Other	1.4%
No answer	16.42%

TABLE 2 (CONTINUED)

Doctorate
- Puerto Rico.....2.9%
- United States.....1.4%
- Europe..... 0%
- Other.....1.4%

Question left completely blank 7.4%

While there were proportionately fewer professionals among the fathers of the administrators than among the faculty, (see Table 3), in general the same characteristics are evident among them as a group as among the faculty. They are young, from an urban background and from the upper end of the socioeconomic scale.

TABLE 3 ADMINISTRATION QUESTIONNAIRE

Age:
- 20 - 30.....36.3%
- 31 - 40.....27.2%
- 41 - 50.....18.1%
- 51 or more.....18.1%

Sex:
- male.....81.8 %
- female.....18.1 %

Place of Birth:
- rural..... 0%
- semi-rural.....18.1%
- urban.....63.6%
- no answer.....18.1%

Field of Specialization:
- Business Administration 9 %
- Education.....36.3 %
- Humanities..... 9 %
- Mathematics and Science 9 %
- Social Sciences.....36.3 %

Father's Occupation:
- Businessman.....18.1%
- Farmer or farm manager.18.1%
- Incapacitated.....18.1%
- Professional.....27.2%
- Retired..... 9%
- Service employee..... 9%
- Skilled and semi-skilled laborer..... 0%
- Unskilled laborer..... 0%
- Unemployed..... 0%

Where Degree Obtained:

BA
- Puerto Rico.....81.8 %
- United States..... 0 %
- Europe..... 9 %
- Others..... 0 %

MA
- Puerto Rico.....18.1 %
- United States.....27.2 %
- Europe..... 0 %
- Other..... 9 %

TABLE 3 (CONTINUED)

Doctorate
- Puerto Rico.....0%
- United States.....9%
- Europe.....0%
- Other.....0%

Question left blank.....9%

Interpretation--the Institution

Before a decision can be made as to how congruent the staff and students' values are to the values implied by the goal statement of the college, it will be necessary to rank the terminal and instrumental value according to what is perceived to be a democratic and egalitarian system of beliefs. This, of course, will be an arbitrary and personal decision by the evaluator.

The values can be divided in many ways. One way is to divide them into personal and social values. A value system in which social values rank higher than personal would be one which could be characterized as egalitarian and democratic. Rokeach found that the value equality consistently differentiated holders of egalitarian attitudes from those who did not hold these beliefs. Rokeach also found that liberal political activists had a lesser concern for material values and for the traditional values of God, home and country (2:131).

Thus, in preparing a list of values that would best describe the ideal, equality would come first followed by freedom since one is clearly impossible without the other and both are fundamental to the conception of a college dedicated to the

education of the disadvantaged student. Another social value that should rank high on the terminal scale is world at peace.

On the instrumental scale which lists ideal modes of conduct, those values that are social in their implications are the ones that should be ranked high. Therefore among the highest ranking should be honest since a democratic society cannot ideally operate without the individual honesty of its citizens. In addition independent, broadminded courageous and responsable are modes of conduct important to a democratic society.

Besides the above values, the staff of any institution that states as its goal the devising of new strategies in education to aid the culturally disadvantaged should value such modes of conduct as imaginative and helpful. The values of intellectual logical and capable should also rate high among members of an institution of higher learning. If these last values were also rated high among the students, it would make the task of the faculty that much easier.

Interpretation--The Students

TABLE 4 TERMINAL VALUE MEDIANS AND COMPOSITE RANK ORDERS FOR STUDENTS, FACULTY AND ADMINISTRATION

VALUE	STUDENTS N 98	FACULTY 67	ADMINISTRATION 11
A comfortable life	12.7 (14)	15.16(17)	16.25(18)
An exciting life	13.5 (17)	11.4 (13)	11.0 (11)
A sense of accomplishment	11.97(12)	10.08(11)	7.0 (8)
A world at peace	6.70(4)	9.56(10)	12.63(14)
A world of beauty	13.5 (18)	13.33(14)	12.25(13)
Equality	6.36(3)	7.0 (7)	6.75(7)
Family security	3.95(1)	6.94(6)	6.25(6)
Freedom	11.79(11)	4.60(2)	9.0 (9)
Happiness	7.0 (6)	6.94(5)	6.0 (4)
Inner harmony	6.79(5)	4.25(1)	5.75(2)
Mature love	12.0 (13)	9.38(9)	12.0 (12)
National security	12.83(15)	14.22(15)	15.0 (16)
Pleasure	13.3 (16)	14.88(16)	16.0 (17)
Salvation	11.34(10)	16.0 (18)	13.75(15)
Self-respect	8.61(9)	5.56(4)	6.0 (5)
Social recongnition	5.0 (2)	10.6 (12)	10.0 (10)
True friendship	7.0 (7)	7.6 (8)	5.75(3)
Wisdom	7.65(8)	5.14(3)	5.0 (1)

Figures shown are median rankings and, in parenthesis, composite rank orders.

TABLE 5 INSTRUMENTAL VALUE MEDIANS AND COMPOSITE RANK ORDERS FOR STUDENTS, FACULTY AND ADMINISTRATION

VALUE	STUDENTS N 98	FACULTY 66	ADMINISTRATION 11
Ambitious	10.93(12)	12.07(14)	8.0 (7)
Broadminded	12.88(17)	10.0 (11)	11.75(15)
Capable	11.9 (15)	6.67(4)	4.75(2)
Cheerful	7.75(6)	10.67(13)	11.0 (14)
Clean	6.95(3)	14.64(17)	11.0 (13)
Courageous	9.05(8)	9.63(10)	7.0 (4)
Forgiving	10.0 (9)	13.75(16)	12.0 (16)
Helpful	11.5 (8)	8.5 (8)	10.0 (11)
Honest	4.45(2)	4.75(1)	4.25(1)
Imaginative	14.0 (18)	8.25(7)	7.0 (6)
Independent	10.5 (11)	7.67(6)	9.0 (9)
Intellectual	11.2 (13)	6.5 (3)	8.0 (8)
Logical	12.4 (16)	9.17(9)	10.25(12)
Loving	10.06(10)	10.5 (12)	12.75(17)
Obedient	7.70(5)	16.25(18)	15.0 (18)
Polite	6.83(4)	12.9 (15)	10.0 (10)
Responsible	3.90(1)	5.93(2)	7.0 (5)
Self controlled	8.90(7)	6.94(5)	7.0 (3)

Figures shown are median rankings and, in parenthesis, composite rank orders.

Tables 4 and 5 display the terminal and instrumental value medians and composite rank orders for students, faculty and administration. As can be seen, the students have ranked equality as third, with a median of 6.36. The other social value, world at peace follows immediately after. On the instrumental scale, social values given high rankings were honest, responsible and courageous. At first glance, it would seem that the students do indeed have values sufficiently congruent with those of the institution. However, these same students ranked freedom which ideally should rate high along with equality a relatively low eleven with a median of 11.79. Matching the low ranking given freedom is the equally low ratings given independent and broadminded on the instrumental scale. Coupled with these low ratings are the high ranks assigned to values such as social recognition (2) and on the instrumental scale obedient (5), polite (4) and clean (3).

These results seem to be somewhat inconsistent. However, even considering the high value placed on equality, the opposing cluster of high-ranking values (obedient, polite, clean and social recognition) combined with low rankings for freedom and independent would indicate that as a group the students have values decidedly incongruent with those implied by the institution's goals. The expressed concern for the good opinion of others gained obviously through being courteous and obedient, and the relative disvaluing of the individual sense of freedom and free will would seem to describe a passive group more

inclined toward the acceptance of authoritarian rather than democratic attitudes.

Another problem of discongruence arises also when other subsets of values are examined. Although the students have given wisdom a fairly high rank of eight, another cluster of values associated with intellectuality, excellence and striving seem to be strongly disvalued as indicated by the low ranks given sense of accomplishment (12), ambitious (12), intellectual (13) capable (15), logical (16) and imaginative (18). Apparently the students do not share in equal measure the institution's concern for the mastery of skills, the development of the individual to his highest potential, the provision for creative and innovative learning experiences, and the development of the questioning spirit and of the intellect.

Before drawing conclusions from these results and suggesting remedies, it might be helpful to first examine the causes for these outcomes.

Rokeach has stated (2:62) that varying income levels will result in significant differences in values orientations. He has noted that the poor generally rank clean very high as well as a comfortable life, salvation, true friendship, cheerful, forgiving, and helpful, obedient, and polite. At first one might say that the students' values reflect their low economic level. This may be true in part, however other considerations peculiar to Puerto Rico must be examined first before arriving at final conclusion.

In his book, The Modernization of Puerto Rico, Henry Wells devotes one chapter to a discussion of the traditional values predominating in the Puerto Rican culture before the arrival of the Americans (4:21-36). On examining this analysis it can be concluded that the students' value orientations result not simply from their relative poverty but also from the persistence of these traditional nineteenth century values into the present day, particularly in the rural areas from which the students come.

Wells states that traditionally the values related to power and respect ranked much higher than values regarding wealth, well-being, skill and enlightenment. Among the value system as a whole, the dominant value was respect (respeto). Although every individual was entitled to the respect due him as a person, those of higher social and economic status were entitled to more respect than those of lower status, and older people to more respect than younger ones. The traditional culture established "a hierarchy of respect based on ascription rather than achievement" (4:27). The demonstration of respect toward social superiors was a guarantee of self-respect and the respect of others. Thus the high rank accorded by the students to social recognition which was modified by that culturally valued word "respect" (conseguir el respeto y la admiración de otros) is probably the result of the persistance of these traditional values among the students. This would also explain the high rank given polite and obedience.

What also seems to have persisted into present day is the disvaluation of what Wells characterizes as welfare values (skills, well-being, wealth and enlightenment) relative to deference values (power, respect, affection and rectitude) which would explain the relative low value placed on sense of accomplishment, ambitious, intellectual, capable and even a comfortable life. This last value is consistantly ranked high by the poor in United States, another proof that what we are really seeing is the influence of cultural values peculiar to Puerto Rico and not merely the influence of low economic status.

The results of the present investigation seem to bear out the findings of another study carried out approximately ten years ago by Luis Nieves Falcón who analyzed child rearing practices in Puerto Rico (1:41-88). Nieves Falcón has characterized childrearing in Puerto Rico as authoritarian in practice. He states that in general parents place great emphasis on factors of dependency, obedience, passivity and control of agressive feeling. The responses of the students in this study seems to parallel the factors noticed by Nieves Falcón.

What then becomes surprising is the high rank given to equality and in particular to courageous. What seems most likely is that the students' high rank for equality results not from a profundly internalized commitment to democratic values but from an awareness of themselves as members of an unfairly treated minority group in the United States and also from the

perception of Puerto Rico as holding an inferior, dependent status in relation to the United States - which probably rankles in this period when smaller islands in the Caribbean are independent republics. As a parallel, it is interesting to note that in all of Rokeach's studies American blacks consistantly ranked equality higher than whites - independent of economic status and educational level - indicating that groups frequently value that which they do not have and wish to attain.

The rank of eight awarded to courageous seems explicable only in terms of what students would like to be, or of how they see themselves in relation to their peers. Viewed otherwise it completely contradicts the remaining pattern.

In summary, the results of the administration of the Rokeach value Survey would indicate a first year student body who seem to value personal and family security and happiness and the good opinion of others while caring less for independence, creativity and a striving for personal achievement and material success. They appear to be a passive group who would probably prefer to be told what to do rather than to be permitted to initiate independent action. This value orientation is apparently the result of the persistence among the respondents of the traditional nineteenth century value system into the present day and of patterns of child rearing still being practiced.

Interpretation -- Faculty and Administration.

The results of the survey given to the faculty and

administration demonstrate a value orientation much more in keeping with the stated goals and objectives of the institution. Both freedom and equality rank high, although the other social value, a world at peace seems to be relatively unimportant to faculty and administration. On the instrumental scale values associated with a functioning democracy and egalitarianism are also rated high: honest, responsible, independent and helpful. The only results not consistent with the others is the relatively low rank accorded broad-minded and courageous.

Values related to the intellectual and innovative aspirations of the subject institution are rated equally high: wisdom, imaginative, intellectual.

In terms of rank, there is an interesting difference in the orderings of the faculty as compared with the students. Although the medians for equality are almost identical, the faculty and administration rank this value seventh while the students place it third. The faculty seems slightly more concerned with their own personal well-being than do the students. Internal harmony, wisdom, self respect, family security and freedom are all more important to the faculty than equality. The faculty has a very strong feeling about freedom, stronger even than the administration who ranked it ninth. Nevertheless, both faculty and administration seem to place a higher value on general democratic and egalitarian concepts, than do the students.

As has been seen, the faculty and administration are quite young. More than half have received all their education in Puerto Rico, yet neither group appears to be responding traditionally as do the students.

Although it may not seem so at first, certain traditional values have indeed operated on the faculty. The relatively low value placed on sense of accomplishment and ambition and the mid rank for social recognition both indicate that traditional cultural forces are still making themselves felt. Personal striving is still relatively disvalued while general humanistic concerns seem to be more valued than materialistic ones. The values that have failed to persist with any force among faculty and administration are those which foster passive authoritarian attitudes. This probably stems from the difference in the socio-economic levels of the groups as well as the rural-urban difference in background. Finally, of course, there is a difference in educational levels which must of necessity have a great influence on the results.

TABLE 6 SIGNIFICANT VALUE DIFFERENCES BETWEEN STUDENTS AND FACULTY

TERMINAL VALUES	N	STUDENTS 98	FACULTY 67	X^2	P**
A comfortable life		12.7 (14)	15.76(17)	11.26	*
An exciting life		13.5 (17)	11.4 (13)	7.07	>.005
A sense of accomplishment		11.97(12)	10.08(11)	5.21	>.02
A world at peace		6.70(4)	9.56(10)	7.07	>.005
Family security		3.95(1)	6.94(6)	12.6	*
Freedom		11.79(11)	4.60(2)	21	*
Inner harmony		6.79(5)	4.25(1)	11	*
Mature love		12.0 (13)	9.38(9)	4.91	>.02
National security		12.83(15)	14.22(15)	3.37	>.05
Salvation		11.34(10)	16.0 (18)	7.61	>.005
Self Respect		8.61(9)	5.56(4)	8	>.001
Social Recognition		5.0 (2)	10.6 (12)	30	*
Wisdom		7.65(8)	5.14(3)	3.84	>.05

INSTRUMENTAL VALUES	N	98	66	X^2	P**
Broadminded		12.88(17)	10.0 (11)	5.70	>.01
Capable		11.9 (15)	6.67(4)	24	*
Clean		6.95(3)	14.64(17)	33	*
Forgiving		10.0 (9)	13.75(16)	8.76	>.001
Helpful		11.5 (14)	8.5 (8)	3.06	>.05
Imaginative		14.0 (18)	8.25(7)	34	*
Independent		10.5 (11)	7.67(6)	3.06	>.05
Intellectual		11.2 (13)	6.5 (3)	11	*
Logical		12.4 (16)	9.17(9)	2.83	>.05
Obedient		7.70(5)	16.25(18)	57	*
Polite		6.83(4)	12.9 (15)	16	*
Responsible		3.90(1)	5.93(2)	3.30	>.05
Self controlled		8.90(7)	6.94(5)	3.77	>.05

Figures shown are median rankings and, in parenthesis, composite rank orders.
**Median test
* Highly significant

Table 6 displays the significant value differences between faculty and students. As can be seen, on the terminal scale there is a significant difference in thirteen of the eighteen terminal values and in thirteen of the eighteen instrumental values. The statistical analysis bears out the initial examination of rank orders. As a group the students place a significantly higher value than do faculty on those values associated with passivity and dependence: social recognition, salvation, and polite, obedient and clean. Faculty, on the other hand place a significantly higher value on values related to freedom and independence of action. There is no significant difference between faculty and students for courageous and equality. There is, however, a significant difference between groups for broad-minded, although both have ranked it fairly low, surprising for teachers on a college level.

Conclusions and Recommendations

Since values are variables dependent on cultural, institutional and personal forces acting upon individuals, it would seem first of all that students on the one hand and faculty and administration on the other are members of rather widely divergent sub cultures holding attitudes and beliefs significantly different from one another. Specifically, faculty value to a greater or lesser degree those concepts implied by the goals and objectives of the institution and probably feel comfortable as part of the staff and have no difficulty in supporting the institution's goals in the exercise of their

responsibilities. The problem arises with the students. Obviously, the students as a group operate out of a totally different frame of reference. If faculty in their daily classroom activities assume that there exists a commonly held set of beliefs on which to base their teaching, they will be sadly mistaken and fail in their goals.

Teachers of first year students who plunge into such strategies as individualized instruction and independent study will come up against large groups of students who will probably be unresponsive to what is being done and will not function very well. Faculty who use democratic classroom techniques soliciting their students' aid in planning courses may find that their students think they are poorly prepared, weak teachers.

In summarizing his study on child rearing practices, Nieves Falcón (1:88) declared that the patterns of dependency, obedience and passivity that he encountered present a great challenge to the system of formal education especially as it concerns the development of a democratic school which stimulates creativity and questioning. Obviously the neighboring public schools have not risen to the challenge over the last ten years. Therefore the problem is now one which this four year college must address. Fortunately, the faculty and administration seem prepared by background and beliefs to undertake the task of change.

1. Most faculty and administration probably have some

general awareness of the student's background and attitudes and the problems these may present, but it is most likely that the knowledge has not yet been internalized nor has it been applied to curriculum development or teaching methods. In order for any change to be effected, everyone must be truly cognizant of the problem. Therefore, the results of this study should be incorporated into a program for faculty orientation. This orientation should not be of the passive sort where facts and information are spewed forth by a lecturer, even one making use of lively visuals. This kind of information calls for small seminars and discussion groups where ideas can be exchanged and perceptions deepened.

2. The Academic Dean and his staff of assistants and department chairmen should take the lead in evaluating both course content and teaching strategies. It is too easy to speak blithely of self-instruction and of involving students in planning. Due thought must be given to how students who have rarely had such experiences either at home or at school--and who arrive at the college feeling that obedience to authority is more important than independent action--can learn to function under the democratic system the school espouses. In developing teaching strategies, ways must be found by which students can be led gradually from a structured system in which they feel comfortable and unthreatened into one which demands individual planning and initiative.

3. Course content should be designed to lead students

from dealing with basic factual information, a familiar activity, to the more difficult and unfamiliar task of interpretation and evaluation so that they can learn to question and challenge. Somewhere in the curriculum should be a course or at least a unit on how to read newspapers and how to identify propaganda and persuasion. Right now such a course is nonexistant. Somewhere also should be a course or a unit on parliamentary procedure, and discussion and interview techniques. This too, does not now exist.

4. Course content must also be evaluated to see that the point of view is not always that of the traditional western culture but that the values of other cultures are presented to encourge that broadmindedness and refusal to accept tradition for its own sake that should characterize democratic societies. For this school, for example, Asia apparently does not exist.

5. Ideally, the entire first year curriculum should be devoted to what has been called the process of " deschooling" the students. Traditional freshman courses such as the chronologically arranged Humanities 101 and the "Introduction To --" courses should be forgotten. Instead the students should be taught the skills they are lacking by means of a new curriculum which would lead them first to examine themselves and then to look at the world around them and their relation to it. Such a curriculum accompanied by teaching strategies designed to gradually reduce the students' need for direction and control

would work toward fulfilling the institution's goals and prepare the student for an academically challenging program in their remaining three years.

6. In order to promote egalitarianism and a striving for mastery rather than for a grade, the system of student evaluation should permit greater emphasis on criterion referenced testing.

7. Every aspect of campus life should be made part of the task of developing democratic values and the questioning spirit in the students. Therefore extensive student participation in the governance of the institution should be encouraged.

8. A system of faculty evaluation should be designed in which one important criteria would be how each faculty member's teaching methods are helping fulfill the institution's goals.

9. This study raises more questions than it answers. Therefore what must be done is to continue with this kind of analysis. For example: Does the institution as it is make any impact on students over the four years they are in school? Would the same value survey given to graduating seniors show any significant differences?

Because of the location of the college are the results unique? Would students attending schools in an urban area respond differently and therefore present other problems?

Would students attending private junior colleges or two year public regional colleges respond differently?

What about faculty? Would junior college faculty respond

differently from the faculty of a four year college?

Finally, how different are the students and faculty in Puerto Rico from those in the United States? Since 1898, public education in Puerto Rico has mirrored the American system and attempted to graft onto the old Hispanic culture a democratic philosophy of education. American curricula, and teaching methods have been seized upon and immediately put into practice, but to what effect? If masses of young people are still arriving at the collge level without having internalized democratic values, the system is not doing what it claims it must. Do we in Puerto Rico have a significantly different value orientation from students and faculty in the United States? If so, we must think carefully and not automatically import teaching methods and course content. Perhaps some of it should suffer a sea change before arriving on our shores.

There are enough questions for years of studies.

APPENDIX

A COMFORTABLE LIFE (a prosperous life)	UNA VIDA COMODA (una vida próspera)
AN EXCITING LIFE (a stimulating, active life)	UNA VIDA EXCITANTE (una vida activa y estimulante)
A SENSE OF ACCOMPLISHMENT (lasting contribution)	UN SENTIDO DE LOGROS (una contribución permanente)
A WORLD AT PEACE (free of war and conflict)	UN MUNDO EN PAZ (libre de guerras y conflictos)
A WORLD OF BEAUTY (beauty of nature and the arts)	UN MUNDO DE BELLEZA (la belleza de la naturaleza y las artes)
EQUALITY (brotherhood, equal opportunity for all)	IGUALDAD (fraternidad, igualdad de oportunidades)
FAMILY SECURITY (taking care of loved ones)	SEGURIDAD FAMILIAR (cuidar a los seres amados)
FREEDOM (independence, free choice)	LIBERTAD (autonomía personal, libre albedrío)
HAPPINESS (contentedness)	FELICIDAD (satisfacción personal, contentamiento)
INNER HARMONY (freedom from inner conflict)	ARMONIA INTERNA (estar libre de conflictos internos)
MATURE LOVE (sexual and spiritual intimacy)	MADUREZ EN EL AMOR (intimidad sexual y espiritual)
NATIONAL SECURITY (protection from attack)	SEGURIDAD NACIONAL (protección contra ataques)
PLEASURE (an enjoyable, leisurely life)	PLACER (una vida de ocio y esparcimiento, una vida de gozo)
SALVATION (saved, eternal life)	SALVACION (alcanzar la vida eterna)
SELF-RESPECT (self-esteem)	AUTO RESPETO (auto-estimación)
SOCIAL RECOGNITION (respect, admiration)	ACEPTACION SOCIAL (conseguir el respeto y la admiración de otros)
TRUE FRIENDSHIP (close companionship)	AMISTAD AUTENTICA (estrecha confraternidad)
WISDOM (a mature understanding of life)	SABIDURIA (entendimiento maduro de la vida)

ROKEACH VALUE SURVEY
INSTRUMENTAL SCALE TRANSLATION

AMBITIOUS (hard-working, aspiring)	AMBICIOSO (trabajador, deseo de superación)
BROADMINDED (open-minded)	RECEPTIVO (mentalidad abierta)
CAPABLE (competent, effective)	CAPAZ (competente, eficiente)
CHEERFUL (lighthearted, joyful)	ALEGRE (jubiloso)
CLEAN (neat, tidy)	LIMPIO (pulcro, ordenado)
COURAGEOUS (standing up for your beliefs)	VALEROSO (defiende sus principios)
FORGIVING (willing to pardon others)	PERDONADOR (una disposición a perdonar a otros)
HELPFUL (working for the welfare of others)	ALTRUISTA (laborar por el bienestar de otros)
HONEST (sincere, truthful)	HONESTO (sincero y veraz)
IMAGINATIVE (daring, creative)	IMAGINATIVO (innovador, creativo)
INDEPENDENT (self-reliant, self-sufficient)	INDEPENDIENTE (auto-suficiente, seguro de sí mismo)
INTELLECTUAL (intelligent, reflective)	INTELECTUAL (inteligente, reflexivo)
LOGICAL (consistent, rational)	LOGICO (consistente, racional)
LOVING (affectionate, tender)	AMOROSO (afectuoso, tierno)
OBEDIENT (dutiful, respectful)	OBEDIENTE (cumplidor, respetuoso)
POLITE (courteous, well-mannered)	CORTES (contacto, buenas maneras)
RESPONSIBLE (dependable, reliable)	RESPONSABLE (confiable, se puede depender en uno)
SELF CONTROLLED (restrained, self-disciplined)	AUTODISCIPLINADO (refrenado, se controla a sí mismo)

FREQUENCY DISTRIBUTIONS

VALUES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	N
A Comfortable Life																			
Students	3	1	2	1	5	-	6	4	2	0	8	6	8	5	10	14	12	3	98
Faculty	-	1	-	1	2	1	-	-	-	1	1	1	6	5	3	7	17	11	67
Administration	-	-	-	-	-	-	-	-	-	1	-	-	-	-	3	2	2	3	11
An Exciting Life																			
Students	1	2	3	1	3	4	1	3	2	5	9	2	10	10	7	16	11	8	98
Faculty	2	2	2	1	4	3	2	5	4	4	5	6	6	5	6	5	3	2	67
Administration	-	-	-	-	2	-	1	-	1	1	1	1	-	-	-	1	2	1	11
A Sense of Accomplishment																			
Students	2	1	2	2	4	4	1	5	9	6	5	17	6	5	14	7	7	1	98
Faculty	1	2	-	2	5	6	3	6	5	6	5	9	5	3	5	2	2	-	67
Administration	1	-	2	1	-	1	1	1	1	-	-	1	-	-	1	1	-	-	11
A World at Peace																			
Students	15	14	4	5	3	7	5	8	7	4	4	5	3	1	4	4	5	-	98
Faculty	3	3	4	4	3	2	3	4	7	8	8	2	4	2	3	4	3	-	67
Administration	-	1	2	-	-	-	-	1	1	-	-	-	4	-	2	-	-	-	11
A World of Beauty																			
Students	1	-	-	2	4	3	2	3	5	8	5	8	8	12	5	5	15	12	98
Faculty	-	2	1	4	3	4	2	2	2	3	3	5	3	7	10	6	8	2	67
Administration	-	1	1	-	-	-	-	2	-	-	-	2	2	-	2	1	-	-	11
Equality																			
Students	10	3	15	11	4	7	9	4	7	7	6	7	4	1	2	1	1	-	98
Faculty	3	3	7	5	2	9	5	1	4	7	4	4	6	4	1	1	1	-	67
Administration	-	1	1	2	-	-	2	2	-	-	1	1	-	-	1	-	-	-	11
Family Security																			
Students	19	13	12	11	6	9	7	2	6	6	2	2	-	2	-	-	-	-	98
Faculty	5	4	6	3	4	8	8	4	3	5	3	2	2	5	2	1	1	1	67
Administration	1	1	1	-	1	2	1	1	-	1	1	-	-	-	1	-	-	-	11

FREQUENCY DISTRIBUTIONS (continued)

VALUES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	N
Freedom																			
Students	3	4	3	4	7	7	4	3	6	3	3	7	5	8	6	9	11	5	98
Faculty	9	12	6	6	5	3	7	2	4	2	6	4	1	-	-	-	-	-	67
Administration	1	-	-	1	2	1	-	-	1	1	-	1	2	-	-	1	-	-	11
Happiness																			
Students	4	13	8	7	5	10	4	9	5	2	8	5	4	4	2	2	1	5	98
Faculty	4	5	6	9	5	1	8	3	4	5	2	6	5	1	2	1	-	-	67
Administration	1	-	2	1	1	1	-	-	1	1	1	-	-	-	1	-	-	1	11
Inner Harmony																			
Students	5	7	10	6	13	6	7	8	5	7	8	6	3	3	1	2	-	1	98
Faculty	8	10	11	6	6	7	3	3	1	1	3	2	1	3	1	-	1	-	67
Administration	1	2	1	-	1	2	2	-	-	1	-	1	-	-	-	-	-	-	11
Mature Love																			
Students	-	2	3	5	1	6	3	7	6	6	7	6	8	8	12	5	8	6	98
Faculty	2	2	1	3	3	5	5	9	4	4	7	6	6	2	3	1	4	-	67
Administration	-	-	-	1	-	-	-	1	3	-	-	2	1	2	-	1	-	-	11
National Security																			
Students	1	3	1	4	3	3	4	5	4	4	7	7	9	9	6	10	11	7	98
Faculty	-	-	-	1	-	1	4	-	2	4	6	5	4	9	8	6	10	7	67
Administration	-	-	-	-	-	-	-	1	-	-	2	-	-	1	3	1	1	2	11
Pleasure																			
Students	-	1	1	1	4	1	3	3	7	5	4	1	10	12	9	9	8	9	98
Faculty	-	-	1	-	-	1	2	3	1	3	2	1	8	10	4	11	10	10	67
Administration	-	-	-	-	-	-	1	-	1	-	-	1	1	-	1	1	2	3	11
Salvation																			
Students	9	4	5	1	5	2	8	1	4	4	7	3	5	5	7	7	5	16	98
Faculty	6	1	2	-	4	1	1	-	2	1	3	2	2	4	3	3	9	23	67
Administration	2	-	-	-	1	-	-	-	-	-	1	1	-	2	1	1	2	-	11

FREQUENCY DISTRIBUTIONS (continued)

VALUE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	N
Self Respect																			
Students	6	6	2	6	6	12	5	5	9	7	4	4	9	5	1	5	3	3	98
Faculty	13	8	5	5	2	9	4	4	5	5	1	2	-	1	2	-	-	1	67
Administration	-	2	-	1	2	1	1	1	1	1	-	1	-	-	-	-	-	-	11
Social Recognition																			
Students	11	6	16	13	6	8	15	4	4	2	2	3	-	3	2	2	1	-	98
Faculty	1	-	4	5	4	3	3	8	3	2	5	2	5	3	6	5	3	5	67
Administration	-	1	-	1	-	1	1	1	-	1	2	-	-	2	-	-	-	1	11
True Friendship																			
Students	3	7	7	13	9	5	10	10	4	5	4	8	2	1	4	-	3	3	98
Faculty	1	5	8	3	7	5	4	5	6	4	2	2	3	3	5	3	1	-	67
Administration	-	1	-	3	-	2	2	-	-	1	2	-	-	-	-	-	-	-	11
Wisdom																			
Students	8	10	5	5	9	5	5	13	4	10	5	5	2	1	4	2	3	2	98
Faculty	10	11	2	6	7	3	6	4	10	3	1	-	2	-	2	-	-	-	67
Administration	3	2	-	-	1	-	1	-	-	3	-	-	-	1	-	-	-	-	11
Ambitious																			
Students	10	4	6	3	4	6	6	3	3	1	7	2	6	6	5	6	3	16	98
Faculty	2	1	1	3	1	3	4	3	4	1	6	7	4	3	4	4	8	7	66
Administration	2	-	-	-	1	1	1	1	-	-	-	1	-	1	-	-	-	3	11
Broadminded																			
Students	2	-	-	3	3	2	3	4	10	4	9	6	8	8	9	8	9	10	98
Faculty	1	-	5	3	6	7	5	1	2	6	5	3	2	5	6	6	3	-	66
Capable																			
Students	-	-	2	5	2	7	2	3	9	8	7	9	11	15	7	2	6	3	98
Faculty	2	8	8	6	5	3	6	5	3	5	2	3	4	1	1	1	2	1	66
Administration	2	-	2	1	2	-	-	2	-	-	1	-	-	-	-	-	1	-	11

FREQUENCY DISTRIBUTIONS (continued)

VALUES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	N
Cheerful																			
Students	3	15	7	7	5	6	5	4	2	8	7	5	6	-	3	5	5	5	98
Faculty	2	2	3	3	3	5	-	2	7	5	6	6	6	3	5	2	5	1	66
Administration	-	-	-	1	1	-	-	-	2	1	1	1	-	1	1	1	1	-	11
Clean																			
Students	10	12	3	4	8	7	11	8	6	7	3	3	1	5	2	4	2	2	98
Faculty	-	-	2	2	4	-	3	1	3	2	3	3	3	4	7	10	7	9	66
Administration	-	1	-	-	1	-	-	-	2	1	1	1	-	1	1	1	-	1	11
Courageous																			
Students	7	6	9	3	2	6	5	6	9	7	6	4	7	8	2	4	4	3	98
Faculty	4	5	5	6	1	2	4	1	4	8	5	5	2	3	3	5	1	2	66
Administration	-	-	1	1	1	2	-	-	-	-	-	1	-	1	-	2	1	-	11
Forgiving																			
Students	3	5	4	5	9	3	9	-	9	4	5	3	7	4	5	5	8	10	98
Faculty	1	3	1	2	-	3	-	2	3	2	4	5	5	8	3	10	6	8	66
Administration	-	-	-	-	-	1	1	-	1	1	-	3	1	-	1	-	1	1	11
Helpful																			
Students	7	3	2	5	4	2	6	5	5	4	6	16	4	3	10	5	7	4	98
Faculty	4	5	2	3	5	4	5	5	4	2	4	1	3	8	2	4	3	4	66
Administration	1	-	1	-	2	-	-	1	-	1	1	1	1	1	-	2	-	1	11
Honest																			
Students	10	9	11	20	9	6	6	4	10	2	-	5	2	2	-	-	1	-	98
Faculty	14	3	5	10	4	4	5	6	3	3	4	1	2	2	-	-	-	-	66
Administration	-	2	2	2	-	-	1	1	-	1	1	-	-	-	-	-	1	-	11
Imaginative																			
Students	-	1	5	1	3	2	1	4	2	6	5	9	6	8	11	15	6	13	98
Faculty	2	3	3	4	5	4	6	8	6	9	2	6	3	2	2	1	-	-	66
Administration	-	-	1	1	-	3	1	-	3	-	-	1	-	-	-	-	-	1	11

FREQUENCY DISTRIBUTIONS (continued)

VALUES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	N
Independent																			
Students	4	6	5	4	3	12	4	4	5	2	5	5	5	8	4	5	11	6	98
Faculty	8	6	3	3	6	5	1	6	5	4	3	4	4	1	4	1	1	1	66
Administration	-	2	-	1	-	-	1	1	1	1	-	1	1	-	1	1	-	-	11
Intellectual																			
Students	2	1	7	3	6	3	3	3	1	7	11	9	4	8	3	10	11	6	98
Faculty	6	5	3	4	4	6	5	5	3	2	6	4	2	1	-	2	3	-	66
Administration	1	2	1	-	1	-	-	-	1	-	-	-	-	3	1	1	-	-	11
Logical																			
Students	1	3	1	2	4	1	4	10	4	4	6	10	7	4	6	12	12	7	98
Faculty	2	4	4	6	3	4	3	3	6	-	3	2	4	4	8	4	5	1	66
Administration	1	2	-	1	-	-	-	-	-	2	2	-	1	-	1	-	1	-	11
Loving																			
Students	4	4	7	6	3	5	6	3	3	9	1	8	5	7	8	5	5	4	98
Faculty	6	8	2	1	3	2	3	3	3	1	6	7	4	3	4	4	8	7	66
Administration	-	-	-	1	-	-	-	1	1	1	1	-	2	2	-	1	-	1	11
Obedient																			
Students	9	4	7	9	5	10	3	10	7	7	7	2	4	4	5	2	1	2	98
Faculty	1	-	-	2	1	-	-	3	1	3	2	3	7	3	4	4	10	22	66
Administration	-	-	-	-	-	1	1	1	-	-	1	1	1	-	1	1	2	2	11
Polite																			
Students	3	7	8	8	9	12	6	7	5	7	4	2	9	3	2	1	2	3	98
Faculty	-	-	-	2	4	6	2	4	3	4	4	2	5	10	8	5	5	2	66
Administration	-	1	1	-	1	-	1	-	1	1	-	-	-	-	2	2	1	-	11
Responsible																			
Students	19	19	9	5	9	3	5	6	5	5	2	1	2	2	4	2	1	-	98
Faculty	4	7	8	6	5	7	3	4	5	3	4	1	3	-	2	1	1	1	66
Administration	1	-	1	1	-	2	1	1	-	-	1	-	-	1	1	-	1	-	11

FREQUENCY DISTRIBUTIONS (continued)

VALUES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	N
Self Controlled																			
Students	4	2	4	2	10	6	10	9	5	9	9	-	3	4	11	4	4	2	98
Faculty	7	5	8	2	4	3	9	3	3	4	3	2	1	1	3	4	2	2	66
Administration	2	1	-	-	-	2	1	1	-	1	-	-	-	-	2	-	1	-	11

VALUE SURVEY AND STUDENT QUESTIONNAIRE

ENCUESTA DE VALORES

Estamos realizando un estudio acerca de los valores humanos que distinguen a la comunidad académica del Colegio Universitario del Turabo, como parte de los requisitos para el grado de Doctor en Educación que otorga la Universidad de Nova, Ft. Lauderdale, Florida. Esperamos que conteste todas las preguntas incluidas en cada parte del cuestionario. No es necesario que se identifique pues los resultados se utilizarán para establecer comparaciones y no para análisis individual. El informe final estará a la disposición de los participantes que lo soliciten.

1. EDAD: Coteje uno.
   _____ menos de 18
   _____ 18-21
   _____ 22-25
   _____ 26 o más

2. SEXO:
   _____ Masculino
   _____ Femenino

3. LUGAR DE NACIMIENTO (pueblo o barrio)

   _____

4. RESIDENCIA PERMANENTE (pueblo o barrio)

   _____

5. OCUPACION DE SU PADRE: Marca la alternativa que mejor describe la ocupación de su padre.

   ___ A. Profesional (ej. médico, abogado, maestro, ingeniero)
   ___ B. Artesano (ej. carpintero plomero, electricista)
   ___ C. Operario (ej. máquinas industriales o transportación)
   ___ D. Obrero (ej. ayudante de mecánica, ayudante en obras)
   ___ E. Agricultor o Administrador de Fincas
   ___ F. Empleado de Servicios (ej. policía, bombero, barbero, vendedor)
   ___ G. Comerciante (dueño o administrador de algún comercio)
   ___ H. Desempleado
   ___ I. Incapacitado (que no trabaja)
   ___ J. Retirado (que no trabaja)

6. CONCENTRACION: Indique con una marca de cotejo su bachillerato

   ___ Administración Comercial
   ___ Ciencias Sociales
   ___ Humanidades
   ___ Matemática y Ciencia
   ___ Pedagogía

   Concentración:
   ___ Ciencias Sociales
   ___ Humanidades
   ___ Idiomas y Literatura
   ___ Matemática y Ciencia

INSTRUCCIONES

Los valores que aparecen en la página siguiente están en orden alfabético. Deseamos que usted los reordene de acuerdo con la importancia que tiene cada uno de ellos en SU vida.

Estudie la lista cuidadosamente y una vez que determine cuál es el valor más importante para USTED escriba número 1 en el espacio al lado de este valor. Seleccione luego el valor que le sigue en importancia y escribe a su lado el número 2. Haga lo mismo para cada uno de los valores restantes hasta el último de su preferencia que tendrá el número 18.

Trabaje despacio y piense cuidadosamente. Si cambia de opinión puede cambiar los números. El resultado final deberá mostrar cómo realmente usted piensa.

Esta encuesta fue diseñada por el Dr. Milton Rokeach, profesor de Psicología de la Universidad del Estado de Washington y ha sido administrada en varias instituciones educacionales en los Estados Unidos.

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_____ ACEPTACION SOCIAL (conseguir el respeto y la admiración de otros)

_____ AMISTAD AUTENTICA (estrecha confraternidad)

_____ ARMONIA INTERNA (estar libre de conflictos internos)

_____ AUTO RESPETO (auto estimación)

_____ FELICIDAD (satisfacción personal, contentamiento)

_____ IGUALDAD (fraternidad, igualdad de oportunidades)

_____ LIBERTAD (autonomía personal, libre albedrío)

_____ MADUREZ EN EL AMOR (intimidad sexual y espiritual)

_____ PLACER (una vida de ocio y esparcimiento, una vida de gozo)

_____ SABIDURIA (entendimiento maduro de la vida);

_____ SALVACION (alcanzar la vida eterna)

_____ SEGURIDAD FAMILIAR (cuidar de los seres amados)

_____ SEGURIDAD NACIONAL (protección contra ataques)

_____ UN MUNDO DE BELLEZA (la belleza de la naturaleza y las artes)

_____ UN MUNDO EN PAZ (libre de guerras y conflictos)

_____ UN SENTIDO DE LOGROS (una contribución permanente)

_____ UNA VIDA COMODA (una vida próspera)

_____ UNA VIDA EXCITANTE (una vida activa y estimulante)

CUANDO HAYA TERMINADO, PASA A LA PAGINA SIGUIENTE.

DEBAJO HAY OTRA LISTA DE 18 VALORES. ARREGLELOS EN ORDEN DE IMPORTANCIA LO MISMO QUE LO ANTERIOR.

_____ ALEGRE
(jubiloso)

_____ ALTRUISTA (labora por el bienestar de otros)

_____ AMBICIOSO (trabajador, deseo de superación)

_____ AMOROSO
(afectioso, tierno)

_____ AUTODISCIPLINADO (refrenado se controla a sí mismo)

_____ CAPAZ
(competente, eficiente)

_____ CORTES
(con tacto, buenas maneras)

_____ HONESTO
(sincero y veraz)

_____ IMAGINATIVO
(inovador, creativo)

_____ INDEPENDIENTE (auto suficiente, seguro de sí mismo)

_____ INTELECTUAL
(inteligente, reflexivo)

_____ LIMPIO
(pulcro, ordenado)

_____ LOGICO
(consistente, racional)

_____ OBEDIENTE
(cumplidor, respetuoso)

_____ PERDONADOR (una disposición a perdonar a otros)

_____ RECEPTIVA
(mentalidad abierta)

_____ RESPONSABLE (confiable, se puede depender en uno)

_____ VALEROSO
(defiende sus principios)

STAFF QUESTIONNAIRE 1-B 45

ENCUESTA DE VALORES

Estamos realizando un estudio acerca de los valores humanos que distinguen a la comunidad académica del Colegio Universitario del Turabo, como parte de los requisitos para el grado de Doctor en Educación que otorga la Universidad de Nova, Ft. Lauderdale, Florida. Esperamos que conteste todas las preguntas incluidas en cada parte del cuestionario. No es necesario que se identifique pues los resultados se utilizarán para establecer comparaciones y no para análisis individual. El informe final estará a la disposición de los participantes que lo soliciten.

1. EDAD: Coteje uno.
   _____ 20-30
   _____ 31-40
   _____ 41-50
   _____ 51 o más

2. SEXO:
   _____ Masculino
   _____ Femenino

3. LUGAR DE NACIMIENTO (pueblo o barrio) _____

4. OCUPACION DE SU PADRE: Marca la alternativa que mejor describe la ocupación de su padre.

   ___A. Profesional ___B. Artesano ___C. Operario
   ___D. Obrero ___E. Agricultor o Administrador de Fincas ___F. Empleado de Servicios
   ___G. Comerciante ___I. Incapacitado
   ___J. Retirado ___H. Desempleado

5. INDIQUE CON UNA MARCA DE COTEJO DONDE OBTUVO SUS GRADOS ACADEMICOS:

	Puerto Rico	Estados Unidos	Europa	Otro
Bachillerato:	_____	_____	_____	_____
Maestría:	_____	_____	_____	_____
Doctorado:	_____	_____	_____	_____

6. INDIQUE CON UNA MARCA DE COTEJO SU AREA DE ESPECIALIZACION:

   ____ Administración Comercial ____ Idiomas y Literatura
   ____ Ciencias Sociales ____ Matemática y Ciencia
   ____ Humanidades ____ Pedagogía

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